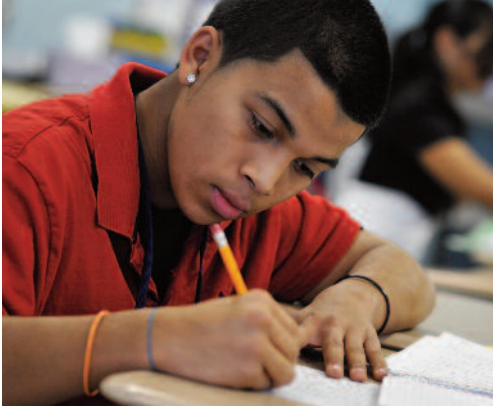


MASSACHUSETTS EXPANDED LEARNING TIME INITIATIVE 2010-11 UPDATE



“Our expanded school day gives me more time to read and to learn. Without my extra reading class, I would always struggle a lot with reading and understanding . . . not anymore. Plus, I get to try extra activities I would never do outside of the longer day!”

Kevin, Grade Six, Longsjo Middle School

2010 was a pioneering year for Massachusetts public schools. State leaders recognized that while the Commonwealth leads the nation in student achievement on national measures such as NAEP, more needed to be done to close the persistent achievement gaps between our wealthy and poor students. Combining a strong plan, a new reform law, and broad consensus, Massachusetts won a federal Race to the Top grant and set out to implement bold strategies to accelerate improvements.

Innovative approaches to improving our schools are nothing new for Massachusetts. In 2005, inspired by the effective use of expanded time at many high-performing charter schools and a handful of district schools around the country, the Massachusetts Department of Elementary and Secondary Education (ESE) and non-profit Massachusetts 2020 launched a first-in-the-nation initiative for district schools to expand learning time for all of their students. That first year, ten schools in five districts stepped forward to participate. Their school leaders, teachers, parents and community partners understood that as the world changes, schools must evolve to prepare students for the opportunities and complexities of the 21st century, and that the traditional 6.5-hour school day is woefully insufficient.

Five years later, the Massachusetts Expanded Learning Time (ELT) Initiative has grown to include over 10,500 students in 19 schools in nine districts, 78% of whom are low-income and all of whom benefit from an additional 300 hours of learning time across the school year. Expanding the school day is proving to be about more than simply adding time. It’s giving participating schools and communities the chance to expand learning, broaden opportunities and deepen relationships. It’s eliminating the frustrating need to decide between literacy or art, science or social studies,

breadth or depth. And in the most impressive ELT schools, it is eliminating achievement gaps, too.

In 2010-11 ELT continues to thrive due to the persistence of participating schools and districts. It is managed through a unique public-private partnership between ESE and Massachusetts 2020, which share responsibility for oversight and support of the ELT Initiative. In this 2011 update, Massachusetts 2020 seeks to provide a brief snapshot of promising results and lessons learned.

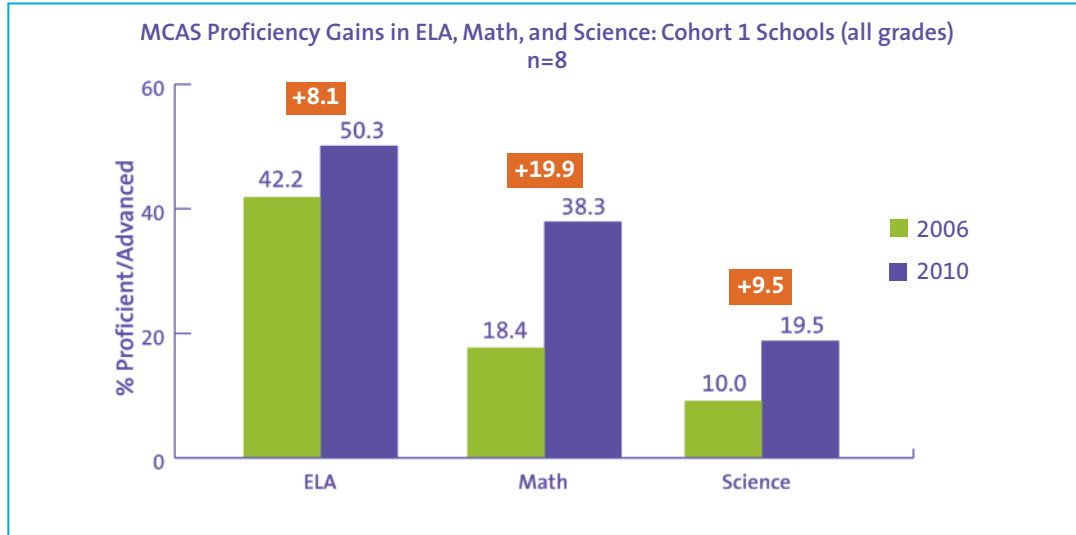
2010-11 ELT Schools	
COHORT 1: 5th year of implementation	<ul style="list-style-type: none"> • Edwards Middle School, <i>Boston</i> • Fletcher-Maynard Academy, <i>Cambridge</i> • Jacob Hiatt Magnet School, <i>Worcester</i> • Kuss Middle School, <i>Fall River</i> • Martin Luther King, Jr. School, <i>Cambridge</i> • Salemwood School, <i>Malden</i> • Timilty Middle School, <i>Boston</i> • Umana Middle School Academy, <i>Boston</i>
COHORT 2: 4th year of implementation	<ul style="list-style-type: none"> • Boston Arts Academy, <i>Boston</i> • City View Discovery School, <i>Worcester</i> • Ferryway School, <i>Malden</i> • Greenfield Middle School, <i>Greenfield</i> • Newton Elementary School, <i>Greenfield</i> • Silvia Elementary School, <i>Fall River</i>
COHORT 3: 3rd year of implementation	<ul style="list-style-type: none"> • Browne Middle School, <i>Chelsea</i> • Garfield Elementary School, <i>Revere</i> • Longsjo Middle School, <i>Fitchburg</i> • Viveiros Elementary School, <i>Fall River</i> • Whelan Elementary School, <i>Revere</i>

2009-10 Results

With four years of Massachusetts Comprehensive Assessment System (MCAS) results now available for Cohort 1 ELT schools, Mass 2020 better understands the impact of a well-designed, well-implemented expanded day on student achievement. Highlights from analysis of the 2010 MCAS results follow.

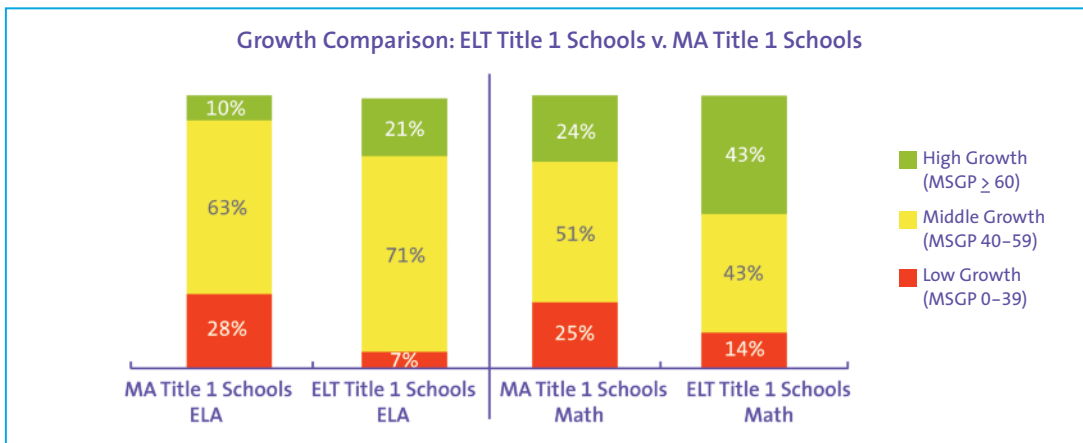
Outcomes have steadily and consistently improved over time in Cohort 1 schools. When comparing 2010 scores to 2006 pre-ELT

scores, ELT schools with four years of implementation have seen impressive increases in their proficiency rates across all grades in all three tested subjects. While the transition to a longer day initially presented challenges, Cohort I is now gaining traction and demonstrating real progress as they refine their approach to expanding time.



A far higher proportion of Title 1 ELT schools are “high-growth” compared to all Title 1 schools in Massachusetts. Among Massachusetts Title 1 schools, the percentage of ELT Title 1

schools (n=14) that reached high growth levels in 2010 was almost twice that of non-ELT Title 1 schools (n=290) in math, and more than twice that of non-ELT Title 1 schools in ELA.



Abt Associates, which is conducting a multi-year external evaluation of the ELT Initiative, assesses the academic outcomes of the initiative by comparing MCAS scores, including growth, of ELT schools and a cohort of matched comparison

schools. Abt found that since 2008, more ELT schools than matched comparison schools have experienced high growth in math, and since 2009, more ELT schools than matched comparison schools have experienced high growth in ELA.

The state’s growth model measures how individual students perform each year compared with peers across the state who have the same performance history. In turn, the relative capacity of a school to improve student performance is determined by identify-

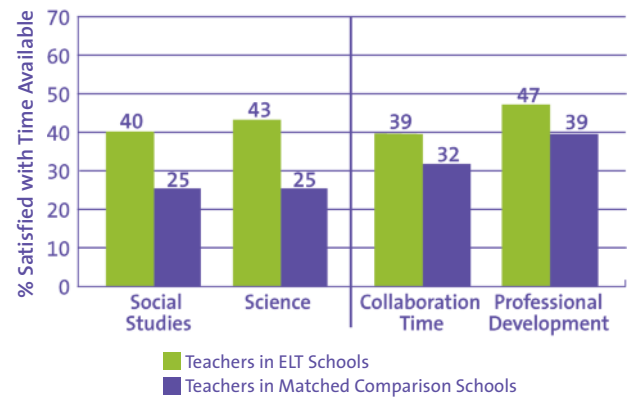
ing the median student growth percentile (MSGP) of all of its students. Schools with an MSGP of 60 or higher are considered “high growth schools,” and represent roughly the top 20% of all schools across the state in growth.

Other Indicators of Success

Of course, MCAS results are only one important measure of success. Abt Associates' 2011 *Year Four Integrated Report* (Checkoway, et al., 2011), aims to capture other initiative impacts, including:

- Broadened opportunities for all students.** ELT schools are providing their students with a robust, balanced schedule, allocating “significantly more time for core subjects” as well as for “academic support periods, enrichment and other activities” than comparison schools without an expanded schedule. A survey of ELT principals co-developed by Abt, ESE, and Mass 2020 found that ELT schools offer, on average, seven hours of instruction each week in art, music and physical education, double the national average.¹
- Stronger partnerships.** Community partners play a key role in an expanded school day. Ninety six percent of those partners interviewed by Abt plan to continue working with ELT schools in the future, “indicating their overall satisfaction” with the expanded school schedule. Enrichment and partner-led programming is also increasingly well-incorporated throughout the day, with Abt reporting that the majority of ELT schools are now implementing an “integrated schedule” rather than simply tacking on new components to the end of the day.

Satisfaction with Time Available for Instruction and Collaboration/PD
ELT Schools vs. Matched Comparison Schools, Spring 2010



- Teachers report more time for instruction, collaboration, and professional development.** A statistically significant higher proportion of teachers in ELT schools report that they are satisfied with the amount of time available for instruction in ELA, math, and especially science and social studies than those in matched comparison schools. Teachers in ELT schools also report higher satisfaction with the time available for collaboration with their colleagues and professional development (PD).

Mid-Course Adjustments: “Pressure and Support”

While these results are encouraging, faced with high variability in implementation and outcomes across the ELT schools, Mass 2020 and ESE have made a number of mid-course adjustments to the initiative. The two most meaningful include:

Performance Agreements were instituted in 2009 to hold ELT schools accountable for improvement. Through these agreements with the state, each school has developed a set of ambitious measurable goals for the three ELT redesign components: academics, enrichment, and teacher collaboration and leadership. Performance Agreements are helping ELT schools maintain a clear focus on continuous improvement and become more outcomes-oriented. With Cohort 1’s Performance Agreements scheduled to reach maturity in spring 2011, ESE is already in discussions with “watch list schools” that are at risk for loss of funding if they do not reach their established goals.

More coherent, targeted technical assistance is now provided to 14 of the 19 ELT schools. By documenting effective practices at the most promising ELT schools, Mass 2020 has developed a deeper understanding of two critical elements that intersect with time to impact school improvement: people and data. Schools that maximize expanded time do so by utilizing and communicating about student data to shape how time is used, while working tirelessly to improve teacher quality and build effective leadership teams. The technical assistance provided to ELT schools reflects and integrates these key learnings. Through a combination of convenings, school visits, and on-site coaching, ELT schools now receive comprehensive support built around the nexus of people, data and time, geared toward helping them meet their Performance Agreement goals.

“The ELT Performance Agreements have helped our school become much more focused on the key elements that will assist in our growth. Teachers are collaborating with one another more than ever before, and we see a positive difference in our school environment.”

Sherri Carvalho, Teacher, Silvia Elementary School

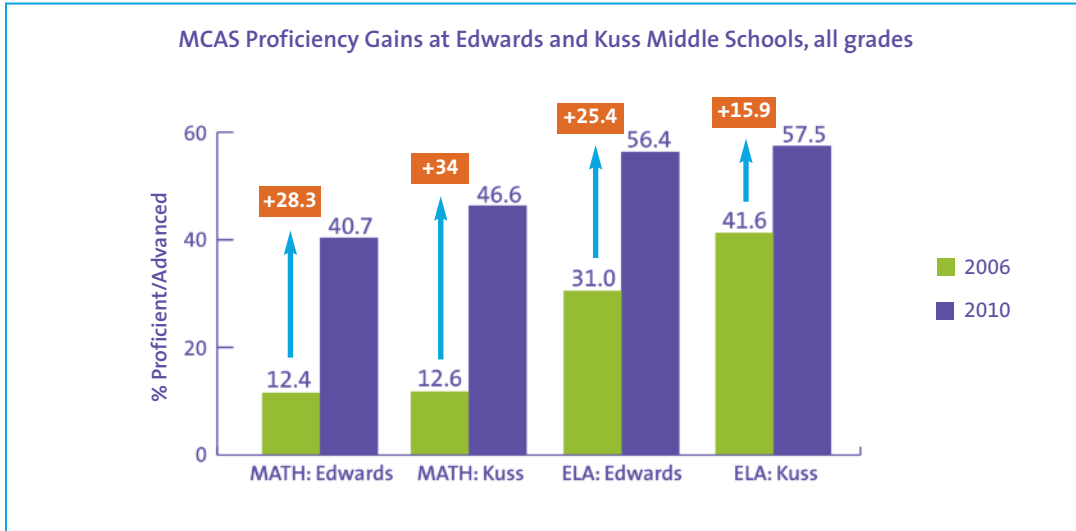


¹Source: ELT Principal Survey (2010) and the Center for Education Policy (2008)

Moving Forward with Lessons Learned

Since ELT was launched in Massachusetts in 2005, expanding learning time has moved to the forefront of the education reform dialogue. Given the growing awareness of the importance of increased learning time to improve student achievement, especially in high-poverty schools, the MA ELT Initiative provides some of the only testing grounds in the nation generating lessons learned rooted in practical

experience. A number of ELT schools are showing that expanding time can have a transformative effect on student achievement and overall school improvement. For example, Edwards and Kuss Middle Schools are showing impressive four-year cumulative gains, particularly remarkable because both schools were at risk of closure prior to implementing ELT.



These outcomes are exemplary, but the wide range of results across ELT schools illustrates that expanding time is neither a silver bullet nor a panacea. Mass 2020 has learned that expanded time is most effective when combined with

quality teaching and an unwavering focus on student achievement, and is working hard to strengthen the ELT Initiative based on lessons learned from Edwards, Kuss, and other high-performing ELT schools.

Successful Expanded Learning Time Schools are:

- ✓ Highly focused in their approach to adding significantly more time, concentrating on a small number of key goals
- ✓ Relentless in their use of data to drive continuous improvement and strengthen core instruction
- ✓ Adding core academic time that allows teachers to individualize support for students and accelerate achievement
- ✓ Strategically adding time for teachers to collaborate to strengthen instruction
- ✓ Engaging students in the highest-quality enrichment programs which build skills, interests, and self confidence



“Our staff are an integrated part of the Garfield Middle School. Their expanded school day allows us to serve more than 190 students with engaging exploratory learning opportunities and hands-on apprenticeships. Our partnership with the Garfield is strong because we share the same goals for our students and communicate constantly about their needs and progress.”

Megan Bird, Citizen Schools at Garfield Middle School